**Culminating Project Ideas**

| **Course/Subject** | **Possible Projects** |
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| **English** | **Eye to Eye Project.**  Sponsors the creation of postcard size images to an online gallery which is dedicated the ideals of friendship and understanding through visual communication. It encourages the creation of postcard size images that become part of coordinated Spring exhibitions hosted around the world. <http://media.iearn.org/projects/eyetoeye>  **Grand Slam**: live poetry competitions  <http://www.edutopia.org/poetry-literacy-live-technology-performance-video>  Students choose a novel from a list of 6-8 books provided by the teacher; they discuss that novel in small groups. In a reader response journal, they respond to various prompts related to themes, issues and personal reactions, exchanging journals to read each other’s entries and to discuss emerging themes. From the book, students choose a theme or issue that interests them (such as peer pressure, cheating, deaths, divorce, diversity, substance abuse, friendship). They locate and read 2-3 non-fiction articles about that theme and draft, revise, edit and publish a book review for the novel they read that addresses the question, “How real is fiction?”, and that incorporates information learned from non-fiction articles.  **Digital Debate Team.**  This is a set of project based activities that help students use computer technologies to practice online communication and debating. The instructor introduces the basics of using computers and peripherals for word processing, Internet research, and other types of digital communication like blogging. The students then learn how to design and produce a group webpage to establish an online presence. The remainder of the sessions are devoted to composing and publishing arguments for persuasive online essays. The instructor moderates online discussions between the group participants. Students respond to other messages and add supplementary links/evidence as necessary. Once completed, students participate in oral debates that are recorded and ―televised‖ by the 2K News team. Major skills that would be taught include technology literacy, reading and comprehension, spelling and grammar, and public speaking. Possible field trips could include The Georgia State University Debate Center, local middle school debate tournaments (held on Saturdays), the CNN Center—Ticker/Blogging/iReport Departments, the AJC—Blog Journalism & Editorial Departments, the University of Georgia New Media Institute.  <http://www.atlafterschoolallstars.org/index.php?option=com_content&view=article&id=81&Itemid=22> |
| **Mathematics** | **Math Review Board Games**  (High Tech High) <http://www.hightechhigh.org/projects> Students create board games for 4th and 5th graders  **Geometry in the real world**:  designing a state of the art high school in the future (design competition) [www.pbl-online.org/PlanTheAssessment/overview/movies](http://www.pbl-online.org/PlanTheAssessment/overview/movies)  Students develop lessons on cellular biology for 7th graders  <http://www.hightechhigh.org/projects>  **Dream Job (PUMAS).**  In this assessments, students explore geometric progression as they examine a dream job that earns the employee millions of dollars and ponder the social and other implications of arrangements that use them.  <https://pumas.gsfc.nasa.gov/examples/index.php?id=40>  **Making Months**.  It is easy to take our calendar, with its system of weeks and months, for granted. But this system is really just a societal choice -- it has been debated and modified in the past. It will also have to be re-examined when humans colonize other planets. ‘Making Months’ illustrates a use of factoring, in a decision-making process.  <https://pumas.gsfc.nasa.gov/examples/index.php?id=59> |
| **Science** | Lessons come from ancient coastal ponds. Students develop and manage their own projects with guidance from mentors.  [www.edutopia.org/project-learning-exploration-academy-video](http://www.edutopia.org/project-learning-exploration-academy-video)  **Air pollution**: What is the solution? Project that uses online real time data to guide students’ discovery of the science behind the causes and effects of outdoor air pollution.  [www.ciese.org/curriculum/airproj](http://www.ciese.org/curriculum/airproj)  Students identify the plants growing outside their school; conduct a survey of plant material for the parks department; do local monitoring and chemical analysis of water quality  [www.edutopia.org/school-environment-studies](http://www.edutopia.org/school-environment-studies)  Students study robotics and develop animations on water quality.  [www.team847.com/media/animations/2009-animation-purewater-847](http://www.team847.com/media/animations/2009-animation-purewater-847)    **Chemical identity masks.** Students create masks that represent their social identity and a chemical element that best symbolizes their personality  <http://www.hightechhigh.org/projects>  **Physics Rocks**. Students build electric guitars  <http://www.hightechhigh.org/projects>  **Wing Project**. Students work in teams to build, test, and re-build their paper wing using better designs for each revision (links to Engineering)  [www.bie.org/tools/video/wing\_project\_overview\_1of\_2](http://www.bie.org/tools/video/wing_project_overview_1of_2) |
| **US and World History** | **What can history teach us?** During a study of United States history, students work in cooperative groups to choose an important historical event from a list of events provided by the teacher. They use a variety of sources to research the significance of the chosen event in the political, social, ecological, and economic areas. They draft, revise and edit a script for a short play that teaches about the significance of the historical event and the impact the event has had on life today. They self-assess using a rubric, submit the script to the teacher for feedback and revise it based on feedback. They prepare costumes and props, perform, and videotape the play, and respond to and evaluate each other’s performances.  In **the Kindred project**, students research events in the lives of members of their family or local community to find the impact of world or local history. Students are asked to interview member of their immediate family (mother, father, brothers, sisters), extended family (grandparents, uncles, aunts), neighbors or friends in the local community. They should ask them about experiences in their life that have been affected by the events of world or local history. Events may include war, natural disasters, migration, important discoveries, monuments, famous places and so on. Students should focus on the impact for the family.  <http://www.iearn.org.au/kindred>  Students research and compare how **events of World War II** are treated in various countries school textbooks through linking with another classroom from that country.  <http://oreilly.com/catalog/netlessons/excerpt/wit.html>  In May 2007, over 1,800 people combined imagination with insight to create **World Without Oil (WWO),** a realistic simulation of the first 32 weeks of a global oil shortage chronicled in 1,500 personal blog posts, videos, images and voicemails. Students use this collaborative grassroots simulation to learn about energy use, sustainability, the role energy plays in our economy, culture, worldview and history. Student document their insights in a personal journal and engage in conversations around these issues on a school blog. <http://www.worldwithoutoil.org/>  **The more history repeats...**Using at least 3-4 sources of different types, students will confront both sides of a social issue such as child labor, suffrage, immigration and building codes in American cities the 17, 18th or 19th centuries and evaluate whether those issues persist today. Students select from a variety of presentation options – photographic exhibit, folk songs, movie, short story, music and share their findings with an audience of choice that is being affected by the issue.  **Teaching history through cartoons:** Students create a series of not more than 5 political cartoons based on their knowledge of 19th century American history. Each cartoon will reflect the political, social or economic mood of the period chosen, as well as the perspective of the characters/individuals in history. Students include a historical context of 2-3 sentences above the cartoon and include a description of their cartoon that includes reasoning for each drawn item on the back of the cartoon. Prior to handing in, students will peer evaluate based on a checklist. Students then organize class cartoons by period and perspective to be hung on various bulletin boards throughout the school. |
| **Economics and Civics** | **Developing minds.** Teams of students compete to win the redevelopment of a decaying neighborhood (could also be a project for Leadership and Society  [www.edutopia/developing-minds](http://www.edutopia/developing-minds)  **World Without Oil**. In May 2007, over 1,800 people combined imagination with insight to create *World Without Oil* (WWO), a realistic simulation of the first 32 weeks of a global oil shortage chronicled in 1,500 personal blog posts, videos, images and voicemails. Via these lesson plans, high school teachers can use this collaborative grassroots simulation to engage students with questions about energy use, sustainability, the role energy plays in our economy, culture, worldview and history, and many others. <http://www.worldwithoutoil.org/metateachers.htm>  **How much does it really cost to own a car?** Students think about the stages of the life cycle of a car/vehicle that they have been working with using the systems thinking tools they have at hand. Using a spreadsheet to help them, they list some of the items that might be included in a “full cost” accounting of the car/vehicle. These items can be long or short term (and are probably both) and can involve public and private costs. They consider costs and benefits that are both direct and indirect; who pays them, and who benefits. At the end of the lesson students are asked, “Can we (should we) try to put a monetary value or price on everything? In economics, how can we value what we do not price?  In an introductory lesson on feedback loops, students address the guiding question, **“How do cause and effect cycles help us predict future consequences of our actions?”** They explore the links between systems thinking and cause and effect cycles by finding examples of positive and negative feedback loops in our daily lives and exploring the application of feedback loops as a tool of systems thinking. Examples of positive feedback loops include bear and bull markets and the downward spiral of the Great Depression, while negative feedback loops are seen in equilibrium prices and therefore are readily seen in supply and demand curves. Students use their knowledge of feedback loops to complete their concept maps of the paper trail. Next students analyze and reflect on the stories of real people working toward more sustainable economic and ecological ways to organize their work, communities, and lives. These and other "stories" add illustration, reality, and perhaps inspiration to the concepts students have learned.  In response to a planning scenario as a prompt, students decide and plan all aspects of an event; class discussion follows. Students read and discuss handouts on leadership and decision-making. On the basis of affinity of interest, students form **Entrepreneurship Teams**. Students examine their own personalities, and decide upon a leadership style they wish to implement in the organizational role they take on in the venture they are planning. With the rest of their team, students decide what decisions are to be made and who will make them. After exploring a little bit about the role and importance of the corporation in society, students learn about forms of business organization, and decide upon the legal organization of their venture. Students prepare the Management/Organizational Plan segment of their Business Plan. |
| **Economics and Civics** | **Learn & Live: Engaging in Real-World Projects:** At Seattle's Shorecrest High School, an innovative interdisciplinary curriculum ensures that every student's educational experience is connected to personal interests and to life beyond school. <http://www.edutopia.org/engaging-real-world-projects-shorecrest-video> |
| **International Relations and Ethnic studies and society** | **One Day.** Students describe a day in their life. In addition to written descriptions, students are invited to share visual images of their days through the "A Day in the Life: Photo Diaries," a digital photography exchange. In addition to written descriptions, students are invited to share visual images of their days through the "A Day in the Life: Photo Diaries," a digital photography exchange in which students share captioned autobiographical photographs about their own lives, in and out of school. Students share digital photographs on agreed-upon topics such as: Mealtime at Home (What does a typical meal look like at home?), Transportation To and From School (How do you get to school each day?), Interesting Places in My Community, An Exciting or Important Event, My Daily Routine, Clothing, Autobiographic Profile, etc. Students accompany each digital photograph with a short, written explanation of what is depicted in the photograph and its significance.  <http://media.iearn.org/projects/onedayinthelife> |
| **Physical Education. Health** | Students conduct a **personal health and fitness appraisal** to determine areas of health risk. They use the appraisal results to develop a personal vision and plan for achieving a health-enhancing goal that is realistic, attainable, and beneficial to health. They design and implement an action plan, using goal-setting guidelines from previous lessons on personal and social skills. They conduct research on a) guidelines and recommendations associated with goal attainment; b) needed behavioral changes; and c) medical findings about different approaches. They periodically assess and evaluate their progress towards reaching their goals by writing ongoing journal entries (include artwork, poetry, etc.) and working with their peers. The appraisal ends with students assessing their progress and identifying future goals.  Students design, respond to, and administer a document-based question (DBQ) to a class of fifth graders who need to learn about the factors that shape our decisions about food. They identify or create no less than 5 and no more than 10 documents that help fifth graders address the question: **“How are our decisions about food shaped?”** Students may use the survey questions they have developed as well as the survey responses they solicited in an earlier lesson as one of the documents for this assignment. Additionally, the elder responses in the Elder Interview (another previous lesson) about what shaped their food choices can be used as another document here. The documents used in their DBQ (“What are the causes of Hunger?”) could also be sources for answering this DBQ question. |